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ABSTRACT

This report provides student demographic and academic outcome data pertaining to students participating in the California Community College Extended Opportunity Programs and Services (EOPS) and cooperative Agencies Education (CARE) programs. The EOPS program helps increase college access for students and support services for disadvantages students. The CARE program helps welfare dependent students that are single heads of household and enrolled in full time community colleges system. The study found that EOPS and CARE students persist form term to term at a higher rate than non-EOPS full-time students. The average units attempted and earned by EOPS and CARE students are greater than for non-EOPS full-time students. It should be noted that although EOPS students are more likely to earn a degree or certificate than other full time students, they are less likely to graduate. In addition, CARE students earn associate degrees and certificates at an even higher rate than other EOPS students, but their transfer rate is much lower at 18.2%. The report concludes that by helping over 106,000 low income and disadvantaged individuals, the EOPS and CARE program have allowed these students to perform at the same level or better than other community college students academically. (Contains 13 tables.) (MZ)

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ED 482 815

CHANCELLOR'S OFFICE REPORT

CALIFORNIA COMMUNITY COLLEGES
EXTENDED OPPORTUNITY PROGRAMS AND SERVICES
AND
COOPERATIVE AGENCIES RESOURCES FOR EDUCATION
2001-2002

TC030703

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2001-2002

CLOSING THE GAP: PROVIDING SUPPORT FOR STUDENTS TO SUCCEED

I. Executive Summary

This report to the Legislature and the Governor provides student demographic and academic outcome data pertaining to students participating in the California Community Colleges Extended Opportunity Programs and Services (EOPS) and the Cooperative Agencies Resources for Education (CARE) programs. The EOPS program was created in 1969 to encourage community colleges to increase college access and support services for students disadvantaged by language, economic, or social factors. Since its inception it has served more than 1.8 million students. The CARE program was added in 1982 to expand services for EOPS students who are welfare-dependent single heads of household, enrolled full-time in the community colleges system. Both programs are categorically funded.

Although the grants and non-cash-based assistance (e.g., textbooks) awarded to students is welcomed, more significantly for nontraditional and academically underprepared students, EOPS and CARE programs offer the helping hand and personal encouragement that lends itself to individual achievement and success. At the heart of these programs is a comprehensive and coordinated foundation of support services, e.g., counseling, advisement, tutoring, advocacy and peer networking, that address the unique educational and personal needs of EOPS and CARE students.

Eligible students receive three mandatory counseling contacts per term along with multi-term educational plans that clearly outline the sequence of required coursework needed to achieve their certificate, degree or transfer goals. Provided to each student after they are accepted into EOPS and CARE, the educational plans specify every course, from basic skills and remedial-level classes to general education, certificate, associate degree and required transfer coursework in their appropriate sequence. Additionally, early alert, academic progress monitoring and intervention strategies are provided in a timely manner to keep students on track. As a result, there is a significant cost benefit to the state as students are more likely to persist from term to term with steady progress toward their academic goals. The state dollars that fund the EOPS and CARE programs are a wise investment in the future of a well-educated and self-supporting citizenry.

EOPS and CARE serve high-risk students with multiple barriers to educational success. The demographic population targeted by EOPS and CARE programs are low-income and academically underprepared or at-risk students. EOPS and CARE programs provide individuals who have previously been less successful in high school or college with an opportunity to obtain not only vocational certificates, but also associate degrees and eventual transfer to four-year colleges and universities. EOPS and CARE students tend to be older in age than typical college students with many enrolling in community colleges after stepping out from education to work or raise families. Many EOPS and CARE students are also the first in their family to seek postsecondary educational opportunities.

Of the 106,676 students served by EOPS (including CARE) in 2001-02, 55 percent were enrolled in basic skills courses compared to 30 percent of other full-time students; 77.5 percent enrolled in at least one basic skills math or English course during their academic career. More than 54 percent of EOPS students and 63 percent of CARE students are from historically underrepresented racial or ethnic groups (African-American, Latino, and Native American) compared to 31 percent of all other full-time students. Almost 31 percent of EOPS students are aged 20 to 24 and about 40 percent are 25 or older. Two-thirds of CARE students are age 25 and above.

Throughout this report, comparative analyses are based on full-time students because EOPS and CARE students are required to make a full-time effort to receive services. Thus the report presents statistics in several areas (retention, transfer, degree completion, etc.), where the results for the general population appear higher than results normally reported by the community colleges. This is because most analyses portray the entire population, not just full-time students. Full-time status tends to be associated with a higher rate of success in several areas.

EOPS and CARE students persist from term to term at a higher rate than non EOPS full-time students.

Almost 84 percent of the EOPS students and 83.5 percent of the CARE students enrolled in Fall 2001 were still enrolled in Spring 2002, compared to 80.5 percent of other full-time students. Furthermore, EOPS students appear to persist significantly better than the average basic skills student in transitioning from lower level to higher level basic skills English courses and continuing into transfer-level coursework. In 2001-02, 44 percent of the students who had initially enrolled in basic skills English 4 levels below transfer-level English advanced to transfer-level English. By comparison, a prior cohort study of all basic skills students enrolled in 1995 (including EOPS students) found that only 34 percent of the students who initially enrolled in basic skills English 4 levels below transfer-level English advanced to transfer-level English after five years. Further work will be done as resources permit to replicate the basic skills cohort study for EOPS and non EOPS students to verify this tentative finding.

When enrollments are tracked over 5 years (Fall 1996 to Spring 2002), the average units attempted and earned by EOPS and CARE students are greater than for non EOPS full-time students.

By contrast, EOPS and CARE students attempted and earned slightly fewer units per term than non EOPS full-time students during 2001-02. It appears that higher term-to-term persistence rates enable EOPS and CARE students to compensate for the short-term effects of their disadvantaged status on educational performance.

EOPS students are more likely to earn a degree or certificate than other full-time students, but are less likely to transfer. Although this pattern is consistent with their educational goals, finding ways to improve transfer rates for EOPS and other basic skills students deserves attention.

A cohort analysis of students accepted into the EOPS program in Fall 1996 and all other first-time full-time students enrolled that term shows that 26.4 percent of the EOPS students received an associate degree or a certificate within six years, compared to 22.2 percent of the non EOPS students. However, the transfer rate for that cohort was 35.6 percent for the EOPS students and 59.7 percent for the others. When the same cohort is adjusted to count only students who have enrolled in one or more basic skills courses, the transfer rate for EOPS students falls only slightly to 32.7 percent but falls dramatically for non EOPS students, to 47.9 percent, reducing the transfer rate gap by 60 percent. Thirty-nine percent of EOPS students state transfer as their educational goal.

CARE students earn associate degrees and certificates at an even higher rate than other EOPS students, but their transfer rate is much lower at 18.2 percent. Only 26 percent of CARE students declare transfer as their educational goal.

This likely reflects the extraordinary burden of single parenthood, the additional pressures brought on by welfare reform time limits and work requirements, and the generally older population served by CARE.

The EOPS and CARE programs serve students who, because of their low-income status and educational disadvantages, are challenged with both personal and academic barriers to postsecondary access and success, and subsequently produce outcomes comparable to those for students who enroll in 12 or more units without such disadvantages. This is a significant and notable accomplishment given the specific challenges and obstacles to academic and personal goals faced by this particular population of students.

In order to accommodate the expected numbers of underprepared, low-income, and underrepresented students turning to community colleges as Tidal Wave II arrives on our shores, there is much to be learned from the EOPS and CARE programs about what is required to turn access into success for these students and for the State. By providing these students with comprehensive and coordinated educational support services, EOPS and CARE programs offer eligible students an opportunity to achieve academic and personal success.

II. Background

The Extended Opportunity Programs and Services (EOPS) Program was established by the Legislature with the passage of Senate Bill 164, Alquist (Chapter 1579, Statutes of 1969). The Legislature further established the Cooperative Agencies Resources for Education (CARE) program through Assembly Bill 3103, Hughes (Chapter 1029, Statutes of 1982) as a means of providing supplemental educational support services for EOPS students who are welfare recipients, single heads of household, and in need of college-level educational and vocational training to break the cycle of welfare dependency. Both the EOPS and CARE programs represent the State's commitment to access and educational equity for California residents whose educational and socioeconomic backgrounds discourage their participation in postsecondary education.

The EOPS Program provides academic support services that are specifically designed for each student's special needs. EOPS services include individual and group counseling and tutoring, special academic and needs assessment, peer support, assistance for required text books, transportation, approved instructional programs in basic skills, orientation, personal growth and development activities, summer academies, and priority registration. Through the CARE program, EOPS students who are single parents are provided supplemental financial assistance or direct services for child care, textbooks and school supplies, and transportation. Within broad guidelines, each EOPS and CARE program reflects the unique circumstances and requirements for serving students at that campus by providing programs, services, and activities that supplement what is generally available to all students. Every effort is made to provide supportive services in a coordinated, non-duplicative manner with contributions from campus-, public agency- and community-based resources.

EOPS students typically lack pre-collegiate basic skills, require financial assistance, and come from underrepresented racial and ethnic groups. The program not only has developed innovative student services to meet the needs of these students, but also has enabled colleges to adapt services that traditionally have been offered to all community college students. Other programs, such as Matriculation, have been developed using EOPS as the model. As this report illustrates, the EOPS program is continuing to meet the needs and nurture the aspirations of a growing and increasingly diverse community college student population.

Participation in the EOPS Program requires that students meet the following criteria to be accepted into the program:

- be a California resident,
- be enrolled full-time,
- have not completed 70 degree-applicable college units,
- be low-income as determined by Board of Governors Fee Waiver (BOGFW) eligibility based on public assistance recipient status or meeting the program's sliding scale income standards, and
- be educationally disadvantaged as defined by the Board of Governors, via any one of the following:
    a. not be qualified at the college of attendance for enrollment into the minimum level English or mathematics course that is applicable to the associate degree,
    b. not have graduated from high school or obtained the General Education Diploma (G.E.D),
    c. graduated from high school with a grade point average below 2.50 on a 4.00 scale,
    d. been previously enrolled in remedial education, or
    e. demonstrate other factors set forth in the district's plan submitted to the Chancellor pursuant to Section 56270 of this part, such as:
        - student is a first generation college student (neither parent has successfully attended college); or
        - student is a member of an underrepresented group targeted by district/college student equity goals; or
        - student and/or the parents are non-native English speakers; or
        - student is an emancipated foster youth.

EOPS students receiving CARE services must also be current recipients of TANF/CalWORKs grants for themselves as single heads of household or for their dependent children. Through CARE, welfare-dependent EOPS students are provided supplemental and non-duplicative educational support services. Many of them also receive CalWORKs services. CARE-eligible students who are no longer eligible for CalWORKs cash aid for themselves as individuals, but still receiving cash aid for children in the family, are provided a safety net for college support services that enable them to complete their educational goals. This is especially significant because EOPS/CARE students are primarily enrolled as full-time students with stated educational goals for certificate, associate degree and transfer options.

In 1970-71, its first year of operation, the EOPS program received $2.8 million in State funds and served 13,000 students at 46 community colleges. In 2001-02, EOPS received $79.6 million in State funds and provided services to more than 106,000 students at all 108 community colleges. CARE began in 1977 at Imperial Valley College as an EOPS Special Project administered by the State Chancellor's Office. In 1982, the State funded ten CARE programs at $250,000; approximately 200 students were served. During 2001-02, CARE was funded at $11.775 million to provide services to more than 10,000 students each year through 108 programs statewide. There were more than 53,000 CalWORKs recipients enrolled in the California Community Colleges in 2001-02. Because CalWORKs recipients were in credit and noncredit programs and not all enrolled as full-time students, only a portion of this population were eligible for and received EOPS and CARE services.

This report responds to Section 69655 of the Education Code, which directs the Board of Governors to report annually to the legislature the number of students served by EOPS and the number of EOPS students who achieve their educational goals. EOPS and CARE data are reported through the Chancellor's Office Management Information System (MIS), which makes possible the monitoring of EOPS and CARE program outcomes statewide and evaluation of the program's effectiveness in meeting the needs of a rapidly growing, special student population. The MIS data system allows the comparison of educational outcomes, such as units attempted, units earned, grade point average, and degrees and certificates awarded, between EOPS and other students.

Several sets of MIS data were used for this report. EOPS and CARE student demographics are compared to the community college student population as a whole. Most comparisons are made to non EOPS full-time students, those enrolled in 12 or more units, because EOPS students must be enrolled in 12 or more units to be accepted into the program. Additional comparisons are made among EOPS, EOPS/CARE, and non EOPS full-time students who have taken at least one basic skills course in order to measure specific EOPS student outcomes against a more similar non EOPS population. Finally, degree, certificate, and transfer outcomes are measured for a cohort of full-time students who were accepted into the EOPS program in Fall 1996 and their counterpart non EOPS students who were first-time full-time students that term. The data sets used for specific findings are referenced throughout the report. General references to EOPS include CARE students and specific cohort information for CARE students is specified where possible.

III. Access and Equity

The EOPS and CARE programs are key to providing the opportunity for access into community colleges for many students who otherwise would not consider a college education as an option. The community college student population has changed dramatically since the first EOPS program offices opened in 1970, often serving as the only places on campus where nontraditional students and students of color were welcomed. EOPS and CARE remain essential today, by their experience and innovations leading colleges to be responsive to the needs of a diverse student population.

Enrollment - 106,676 students

While overall enrollment for the community colleges has increased significantly, EOPS enrollment has grown at an even faster pace. In 2001-02, EOPS programs served over 106,000 community college students statewide. This represents an increase of approximately 10.5 percent from the number of students served in the previous year. In comparison, the statewide community college full-time student enrollment for 2001-02 increased by 8 percent. (Table 1)

Gender - Female 67 percent

EOPS students are predominantly female. Of all EOPS students enrolled in the 2001-02 academic year, over two-thirds (67 percent) were female, as compared to just over half (52 percent) of non EOPS full-time students. CARE student enrollment is overwhelmingly female (97 percent), a reflection of the demo graphics for welfare households. (Table 1)

Age - 40 percent over 25

EOPS students are older than the average full-time community college student. Over 40 percent of the EOPS students enrolled in 2001-02 and more than two-thirds of CARE students were 25 years or older. By comparison, only 22 percent of non EOPS full-time students were over the age of 25. This trend is expected to continue into the foreseeable future. (Table 1)

Ethnicity - Diverse groups served

EOPS students are more diverse than other full-time students. Almost 71 percent of EOPS students and 69 percent of CARE students enrolled in 2001-02 were from non-white racial and ethnic groups, as compared to 50 percent of non EOPS full-time students. Furthermore, 54 percent of EOPS students and 63 percent of CARE students were African-American, Latino, or Native American, the historically underrepresented groups, compared to only 31 percent of other full-time students. Demographic predictions for the community colleges expect the number of non-white students to increase steadily over the next 10 years at a rate well ahead of the statewide population trend. (Table 1)

Table 1

Demographic Profile of EOPS and CARE Students Compared to Other Full-time Students and All Other Students, 2001-02

	EOPS Students	CARE Students	Full-Time	All
Total Students	**106,676**	**9,454**	**475,477**	**2,704,744**
Gender	**Percent**	**Percent**	**Percent**	**Percent**
Male	32.13%	2.70%	47.31%	45.59%
Female	67.39%	96.89%	52.16%	53.59%
Unknown	0.50%	0.41%	0.53%	1.10%
Age	**Percent**	**Percent**	**Percent**	**Percent**
Under 20	27.93%	6.38%	42.33%	24.70%
20 - 24	30.57%	27.12%	35.51%	22.80%
25 Plus	41.50%	66.50%	22.16%	51.90%
Ethnicity	**Percent**	**Percent**	**Percent**	**Percent**
African American	16.78%	30.89%	6.48%	7.00%
Asian/Pacific Islander	16.64%	5.91%	18.84%	16.0%
Hispanic	36.14%	30.27%	23.73%	26.00%
Native American	1.34%	1.96%	0.99%	0.90%
White	23.69%	27.12%	42.17%	40.70%
Other/Unknown	5.41%	3.85%	7.79%	9.40%

(*Source: Chancellor's Office Management Information Systems*)

IV. Student Academic Status

EOPS program services play a significant role in assisting disadvantaged students in reaching their academic potential. EOPS programs focus their efforts upon access to college with success. Overall, EOPS students are more likely than full-time non EOPS students to have obtaining a degree or certificate as their initial goal. EOPS students are more likely to continue from term to term than non EOPS students.

Educationally Disadvantaged Criteria

One criterion for eligibility in the EOPS program is that students are determined to be educationally disadvantaged when they apply for the program. These students, based on their past educational experiences, do not have the entry-level skills that provide success in college coursework. Based on initial assessment, more than 61 percent of the EOPS students were admitted to the program because they do not qualify to enroll in the minimum transfer-level English or math courses. An additional 24.25 percent are first-generation college students (neither parent has earned a bachelor's degree), are members of an underrepresented group on their campus, come from households where English is not the native language,

or are emancipated foster youth. The remaining EOPS-eligible students lack a high school diploma or GED certificate, graduated from high school with a GPA below 2.5, or have been previously enrolled in remedial education. (Table 2)

Table 2

Student Educational Disadvantaged Status, 2001-02

Educational Disadvantage	EOPS	CARE
Not qualified for enrollment into transfer-level English or math	61.24%	59.31%
Other eligible characteristics/qualities	24.25%	22.88%
Did not graduate from high school or obtain GED	2.72%	5.34%
High school GPA below 2.5	2.58%	2.77%
Previously enrolled in remedial education	9.20%	9.70%

(Source: Chancellor's Office Management Information Systems)

Educational Goals

One key element to academic success is setting academic goals. All EOPS students are required to obtain and maintain a multi-term Educational Plan. The initial educational goals of EOPS students are more likely to focus on terminal community college outcomes than to seek transfer. Specifically, EOPS students reported transfer as a goal 40 percent of the time, while non EOPS full-time students indicated a transfer goal almost 52 percent of the time. The data further reveals other goal differences; EOPS students are significantly more likely to seek an associate degree or vocational certificate than are non EOPS full-time students. These trends are even more striking for CARE students, who state a transfer goal only 26 percent of the time. Fifteen percent of CARE students intend to obtain an associate degree or certificate, likely because they are restricted by welfare reform to a shorter time frame to complete their goals and because they are significantly older than other full-time students. (Table 3)

Table 3

Education Goals for EOPS, CARE and Non EOPS Full-time Students, 2001-02

Student Goals	EOPS	CARE	NON EOPS
Transfer	39.62%	26.41%	51.84%
Obtain degree or certificate	15.05%	15.27%	9.05%
Career Preparation/Advancement	7.40%	21.04%	4.63%
Other	37.93%	37.28%	34.48%

(Source: Chancellor's Office Management Information Systems)

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Enrollment Status

Continuing EOPS students represented 57.5 percent of the EOPS population served while 51 percent of the non EOPS full-time students were reported as continuing - a 6.5 percent difference. EOPS students are also half as likely to have attended another college prior to their EOPS enrollment; only 5.45 percent enrolled as first-time transfer students compared to 10.9 percent of non EOPS full-time students. In contrast, the percentage who are first-time college students is virtually the same for both populations at 25.4 percent and 26.1 percent respectively, while CARE students are more likely to have had prior college experience. (Table 4)

Table 4

Enrollment Status for EOPS, CARE and Non EOPS Full-time Students, 2001-02

Student Enrollment Status	EOPS	CARE	NON EOPS
First time College Student	25.44%	19.34%	26.01%
First time Transfer Student	5.45%	5.71%	10.90%
Returning Student	9.15%	12.30%	9.78%
Continuing Student	57.5%	60.58%	50.97%
Unreported	2.46%	2.07%	2.34%

(Source: Chancellor's Office Management Information Systems)

Basic Skills Enrollment

Enrollment in Basic Skills courses exhibits the most significant difference to be noted between students served by EOPS and other full-time students. During 2001-02, 54 percent of EOPS students were enrolled in pre-collegiate basic skills courses, while only 30 percent of non EOPS full-time students were enrolled below college level. Looking at academic preparation in another way, more than three-fourths (77.5 percent) of the EOPS students enrolled during 2001-02 took pre-collegiate basic skills courses at some point in their academic career, compared to 35 percent of all students. (Table 5)

Table 5

Basic Skills Course Enrollment for EOPS, CARE and Non EOPS Full-time Students, 2001-02

Basic Skills Enrollment Status	EOPS	CARE	NON EOPS
Enrolled in Basic Skills, 2001-2002	54.45%	58.09%	30.27%
Enrolled in Basic Skills at sometime	77.51%	n/a	34.80%

(Source: Chancellor's Office Management Information Systems)

Transfer-level Course Enrollment

EOPS students enroll in math and English transfer-level courses at a rate of 28 percent and non EOPS full-time students have a 39 percent rate, a difference of 11 percent. Although the data above indicates that EOPS students enroll in a higher percentage of pre-collegiate courses, the rate of enrollment in transfer courses is relatively closer to that of non EOPS full-time students, likely due to better retention of EOPS students and their eventual advancement into higher level courses. A review of data from the 1994-95 EOPS Annual Report shows that 50 percent of EOPS students and 55 percent of other full-time students were enrolled in at least one transfer-level English course or both math and English at that time. Thus the basic skills needs of both groups have grown dramatically, with English courses accounting for virtually all of the change. (Table 6)

Table 6

Enrollment in Transfer-Level Courses for EOPS, CARE and Non EOPS Full-time Students, 2001-02

Transfer Course Enrollment Status	EOPS	CARE	NON EOPS
Enrolled in transfer English course only	16.47%	14.40%	20.67%
Enrolled in transfer math course only	6.26%	2.25%	9.33%
Enrolled in transfer math and English	5.67%	1.81%	9.32%
Did not enroll in transfer math or English	71.60%	81.54%	60.68%

(Source: Chancellor's Office Management Information Systems)

V. EOPS Program Outcomes

Open access brings with it a commitment to offer support programs and services necessary to assure student success. The persistence of students (the proportion of students who complete a term and enroll in subsequent terms), the retention of students (the ratio of units successfully completed to units attempted), the awarding of degrees and certificates, and grade point averages have become critical concerns within the California Community Colleges. EOPS and CARE programs play a key role in enhancing enrollment, retention, and academic progress, including assisting in student goal setting and stimulating academic and career aspirations.

An analysis of the data collected for 2001-02 reveals a number of important program outcomes resulting from EOPS and CARE activities and services offered by California's community colleges.

Units Attempted and Units Earned

In 2001-02, EOPS students attempted 12.5 units per term and CARE students averaged 12.6 units per term in comparison to 14 units for non EOPS full-time students. Similarly, EOPS students completed an average of 9.62 units in the Fall term and 8.37 in Spring 2002, while CARE students earned an average of 8 units in the fall and 7.65 in the Spring, compared to 10.07 and 10.22 for non EOPS full-time students. In these calculations, units attempted reflect only degree-applicable courses for which letter grades are awarded, and earned units are the number of degree-applicable units awarded upon completion of a course taken for credit for which the student received a letter grade or a grade of "credit".

However, when enrollments are tracked over a five-year period (Fall 1996 to Spring 2002), the average units attempted and earned by EOPS and CARE students are greater than for non EOPS full-time students. It appears that higher term-to-term persistence rates enable EOPS and CARE students to compensate for the short-term effects of their disadvantaged status on educational performance. (Table 7)

Table 7

Units Attempted and Units Earned for EOPS, CARE and Non EOPS Full-time Students

Units Attempted	EOPS	CARE	NON EOPS
Fall 2001	12.53	12.66	14.15
Spring 2002	12.51	12.68	14.29
Units Earned			
Fall 2001	9.62	8.00	10.07
Spring 2002	8.37	7.65	10.22
Units Attempted			
Fall 1996 through Spring 2002	61.69	58.97	54.67
Units Earned			
Fall 1996 through Spring 2002	54.12	50.22	48.54

(Source: Chancellor's Office Management Information Systems)

Grade Point Average

EOPS students earn slightly lower grade point averages than non EOPS full-time students in credit degree-applicable units. EOPS students earn an average GPA of 2.21 per term, compared to the average GPA of 2.45 for non EOPS full-time students during the same reporting period. CARE students also maintain a "C" average, but with slightly lower point averages

than EOPS students. Considering the challenges faced by EOPS and CARE students, it is significant that their GPA for degree-applicable credit courses is only 0.24 points lower than the average earned by other full-time students. (Table 8)

Table 8

Grade Point Average for EOPS, CARE and Non EOPS Full-time Students, 2001-02

	EOPS	CARE	NON EOPS
Term	Average GPA	Average GPA	Average GPA
Fall	2.23	2.11	2.43
Spring	2.18	2.03	2.47
Average	2.21	2.07	2.45

(Source: Chancellor's Office Management Information Systems)

Persistence Rate - from Fall to Spring Term (84% vs 80.5%)

The MIS data indicates that EOPS students persist at a higher rate than non EOPS full-time students. More specifically, the EOPS program provides the services necessary to maintain enrollment for almost 84 percent of their special student population. However, for those who did not receive EOPS services, only 80.5 percent continued their enrollment. (Table 9)

Table 9

Term-to-Term Persistence for EOPS, CARE and Non EOPS Full-time Students, 2001-02

	EOPS	CARE	NON EOPS
Enrolled Fall 2001	91,440	7,957	337,668
Enrolled Spring 2002	76,661	6,644	271,922
Percent continuing	83.8%	83.5%	80.5%

(Source: Chancellor's Office Management Information Systems)

Preliminary data may reflect significantly greater persistence in transitioning from lower level English basic skills courses to higher levels, including transfer courses, for EOPS students compared to the average basic skills student. Of the EOPS students served in 2001-02, 71 percent of the students who had initially enrolled in basic skills English 4 levels below transfer-level English advanced at least one level. 44 percent of these students advanced to transfer-level English. By comparison, a prior cohort study of all basic skills students enrolled in 1995 (including EOPS students) found that only 34 percent of the students who initially enrolled in basic skills English 4 levels below transfer-level English advanced to transfer-level English after five years. Further work will be done as resources permit to replicate the basic skills cohort study for EOPS and non EOPS students to verify this tentative finding. (Table 10)

Table 10

English Basic Skills History for 2001-02 EOPS Students

	Number Starting at This Level	Advanced to 3rd level below transfer English	Advanced to 2nd level below transfer English	Advanced to 1st level below transfer English	Advanced transfer English	Total students advanced above starting level
4 Levels Below	24,478	1,617	2,458	2,557	10,731	17,363
		6.61%	10.04%	10.45%	43.84%	70.93%
3 Levels Below	11,775		1,075	2,016	4,849	7,940
			9.13%	17.12%	41.18%	67.43%
2 Levels Below	14,295			3,128	6,355	9,483
				21.88%	44.46%	66.34%
1 Level Below	16,366				9,622	9,622
					58.80%	58.80%
Transfer Level	21,805					

This table illustrates the English course-taking history of EOPS students enrolled during 2001-02. The first line should be read: Of the 24,278 EOPS students who first enrolled in basic skills English at 4 levels below transfer-level English, 43.84% advanced to enrollment in transfer-level English; 70.93% advanced at least 1 level.

(Source: Chancellor's Office Management Information Systems)

Degrees, Certificates, and Transfer

EOPS students are more likely to earn a degree or certificate than other full-time students, but are less likely to transfer. Although this pattern is consistent with their educational goals, finding ways to improve transfer rates for EOPS and other basic skills students deserves attention. A cohort analysis of students accepted into the EOPS program in Fall 1996 and all other first-time full-time students enrolled that term shows that 26.4 percent of the EOPS students received an associate degree or a certificate within six years, compared to 22.2 percent of the non EOPS students. However, the transfer rate for that cohort was 35.6 percent for the EOPS students and 59.7 percent for the others. When the same cohort is adjusted to count only students who had enrolled in one or more basic skills courses, the transfer rate for EOPS students falls only slightly to 32.7 percent but falls dramatically for non EOPS students, to 47.9 percent, reducing the transfer rate gap by 60 percent. Thirty-nine percent of EOPS students state transfer as their educational goal.

CARE students earn associate degrees and certificates at an even higher rate than other EOPS students, but their transfer rate is much lower at 18.2 percent. Only 26 percent of CARE students state transfer as their initial educational goal. This likely reflects the extraordinary burden of single parenthood, the additional pressures brought on by welfare reform time limits and work requirements, and the generally older population served by CARE. (Tables 11 and 12)

Table 11

Degrees and Certificates Awarded EOPS, CARE and Non EOPS
Full-time Students, Fall 1996 Cohort

Awards	EOPS Students		CARE Students		NON EOPS Students	
	Number	Percentage	Number	Percentage	Number	Percentage
Associates Degree	5,539	21.60%	909	22.40%	13,950	19.40%
Certificates	1,231	4.80%	292	7.20%	2,013	2.80%
Total Awards	6,770	26.40%	1,202	29.60%	15,963	22.20%

(Source: Chancellor's Office Management Information Systems)

Table 12

Number of Transfers and Transfer Rates for EOPS, CARE and Non EOPS
Full-time Students, Fall 1996 Cohort

Transfers	EOPS Students		CARE Students		NON EOPS Students	
	Number	Percentage	Number	Percentage	Number	Percentage
All Students	9,126	35.59%	739	18.20%	42,922	59.69%
Basic Skills Students	6,718	32.72%	568	16.97%	16,324	47.86%

(Source: Chancellor's Office Management Information Systems)

VI. Program Funding and Expenditures

During the 2001-02 academic year the State provided $79.6 million in funding for EOPS (see Table 13). Local support for the program totaled an estimated $16.5 million, approximately 20.7 percent of the State contribution, exceeding the 15 percent match required by law, demonstrating a continued and serious commitment to EOPS at the local level.

The State appropriated $11.775 million for the CARE program in 2001-02. One hundred percent of the funds went directly toward local assistance to support CARE programs in 108 community colleges and 72 districts statewide.

Table 13

State and Local EOPS and CARE Allocations, 2001-02 (Dollars in Millions)

Total State Allocation	$79.6
Total Local Contribution	$16.5
Total Funding for EOPS	$96.1
Total Funding for CARE	$11.775

(Source: Chancellor's Office EOPS Office; budget forms)

VII. Summary/Conclusion

Past reports and data project that the types and numbers of students currently served by EOPS and CARE have increased dramatically in the California Community Colleges and will continue to increase. EOPS and CARE have a major role to play in creating an atmosphere of acceptance and understanding of historically underrepresented students. EOPS and CARE must continue to provide effective program services and strive for better solutions to the educational challenges faced by the EOPS and CARE student populations. This has become more difficult in the current budget environment and attaining adequate resources to maintain and increase the programs' effectiveness is a growing dilemma.

EOPS and CARE continue their tradition of providing services and support to California's disadvantaged population in ways that enhance and expand existing services provided by the college. These programs have been able to expand their services to students and have developed unique collaborative learning components to bridge the gap for students in transition. Today's EOPS and CARE students are the vanguard of those to come in the ever-increasing diverse populations seeking access to higher education through community colleges.

In 2001-02, the EOPS and CARE programs provided the outreach, encouragement, and necessary support services that enabled over 106,000 low-income, and educationally disadvantaged individuals. Without the services provided by the EOPS and CARE programs, these students may not have felt it possible to enter the world of higher education and the opportunities that follow. The data in this report has demonstrated that those students performed comparably or better than other community college students in most measures of academic success.

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